

Grade 1

Grade 1 training
Reflective

Training Portfolio

January 14, 2008

Dear Mrs. H ,

You have been my writing teacher since last year. It's safe to say that during this time you've influenced my writing in many ways. Your enthusiasm for teaching ^{transition} has helped me to become a better writer. In the past, I used to dread writing, but now it's something I actually enjoy. You've taught me to use the things you teach and apply them to my pieces. Furthermore, you incorporate technology into our lessons to help me understand difficult concepts. You will never know how much I appreciate the time you've spent helping me with my portfolio pieces. Thank you for inspiring me to become a better writer. Your attitude, love for writing, and words of encouragement, have inspired me to become a better writer.

focused
purpose

focused
purpose

Acceptable
word choice
appropriate
for audience

indicates
awareness
of audience's
needs

I have to admit that as a child, I was somewhat of a bookworm. You probably didn't know that, Mrs. H , but it's true! My favorite author was Barbara Park; she wrote all the Junie B. Jones books. ^{transition} In the second grade, I had the entire Junie B.

specific
details

Jones series; they were my beloved books. The books were special to me because they made me feel empowered. The main character, Junie B. Jones, was strong-willed and mischievous. She taught me that when I put my mind to doing something

variety in
sentence
structure

I can overcome all obstacles. Not only did those books help me learn to read, but

they also taught me things that make stories interesting such as plot development,

depth of
idea
development

but most of all, I'm thankful that in the future I will know how to create published pieces on my own.

Control of grammar (shift of verb tense)

I also want to thank you for encouraging my classmates and me to work cooperatively. It really helps me when I see what other people think of my work. It motivates me to take feedback from other people in my class. Now that I have worked with other people, I see my mistakes without you pointing them out during conferencing. I hope you know that cooperative learning is a great way to ensure that portfolios aren't as hard as they seem.

depth of idea development

transition

focused purpose

Since the 6th grade, I have learned so much from your writing class. I can tell

that it is a joy for you to be with us every day; since you enjoy your job, it makes writing easier. Even though seventh grade has not been a breeze, you've made

transition

acceptable word choice

writing worthwhile. I will never forget you. Thank you for influencing my writing.

focused purpose

effective closing - connects to first paragraph for logical organization

With love,

M:

Characteristics of the genre exhibited in this piece include:

- date
- greeting / salutation
- proper letter formatting

13

Homecoming

use of flashback for organization and establishes purpose of narrating event

"This year's 2006/2007 Homecoming Queen is....." then the announcer paused. *Just spit it out?* I screamed inside my head. I had been waiting for this moment for so long. Each year I participated in homecoming, I dreamed of becoming Queen. *Could I receive the honor of Homecoming Queen?* Finally she continued...

Homecoming Day lingered, slower than a turtle inching across the grass, and I couldn't wait to put on my brand new dress. My cousin T. helped me prepare for my big night. She fixed my hair and carefully placed beautiful, sparkling rhinestones throughout the curls on my head.

specific details

conveys voice & appropriate tone

T perfectly applied my makeup. Wow!! She knew exactly what colors to use so that my face will shimmer in the poorly lit gymnasium,

transition

I thought as I glanced in the mirror. Before I walked into the kitchen,

use of dashes for effect

I slipped on my black and gold spaghetti-strapped dress and placed my feet—one by one—into my glossy, Cinderella high-heeled shoes.

Adrenaline was pumping through my body like a racecar driver

revving up his engine for the final lap. I thought, Homecoming is less than an hour away. I can hardly wait!

use of diff
font
enhances
communication

^{transition}
When I finally arrived at the school, I saw my friends standing in the parking lot. My mom parked the van and I carefully climbed out. I anxiously walked over to mingle amongst my friends who were waiting for their escorts. I stood patiently as I awaited the arrival of my escort, D. After standing there for what felt like forever, he finally arrived. I was so happy to see him.

^{transition}
As I walked toward D., I noticed that he had a beautiful black and gold corsage in his hand. When I got to him he handed me the package and whispered, "This is for you." I took it out of the package and slipped it on my wrist. This corsage perfectly matches my ^{conveys voice} dress, I pondered.

I looked up at D. and smiled. "Thank you," I giggled. ^{specific detail}
Then, we hurried—hand in hand—into the gym to await the announcement for homecoming line-up.

At last, I heard the announcement: "If all of the candidates will come over and line up, we will begin Homecoming 2006." The girls scurried across

the floor like a hundred mice after the same piece of cheese. The boys,
however, ^{acceptable word choice} moseyed into the hallway as if it were no big deal.

The music began to play from the speakers inside the gym. As it echoed into the hallway where I stood in line, butterflies fluttered in my stomach. Homecoming is about to begin! I thought. As each couple's names were called out, the intensity of the moment increased. All the blood was rushing to my head as we stepped into the audience's view. *Just calm down. Put one foot in front of the other,* I told myself.

maintains
focused
purpose of
narrating
Homecoming
event

^{transition}
Finally, the announcer quoted, "Our next candidate is Miss M.

C. ; she is the daughter of W. and T. C. . She is being escorted tonight by D. J. ; son of C. and J. J. ." My feet felt like cement blocks were tied to them as D. and I proudly marched to the middle of the floor. As we arrived at the decorated arch, we stopped to have our picture taken. I gave a great, big smile for the camera.

Specific
details

Then we walked over to the ever-growing line to stand with the other homecoming candidates and escorts.

logical
transition

Soon the big moment would be upon us, but for now I was forced to wait... wait for everyone else's name to be called. At last,

Mrs. H walked over to the microphone. She handed the Future King the bag of names—he would be responsible for choosing the name which would identify the Maid of Honor. Then, she handed the Future Queen the flowers; they were pink roses. Mrs. H stated, "This year's 2006/2007 Homecoming Maid of Honor is... Miss T W !" We all shared her excitement, but I knew the moment I'd been waiting for was finally here.

specific details

At long last, Mrs. H grasped the bag allowing the Future Queen to choose a name—this name would bestow the long-awaited honor on one special girl. I held my breath; my hands began to sweat and my heart raced. I was as jumpy as a room full of kindergarteners. I grabbed D's arm with a look of anticipation. No one knew what would happen next!!!

correct control - verb tense

specific details

I looked at my mom and she flashed me a reassuring smile. She and D's mom both readied their cameras in case I was chosen as Queen. As the little girl pulled out the piece of paper, I wondered, Could it be me? Is my name printed on that slip of paper? Please God... let it be me.

italics to indicate thoughts - enhances communication

Mrs. H began, "This year's 2006/2007 Homecoming Queen is....." then she paused. Hurry! Who is it? I shrieked inwardly. I had been waiting for this moment for so long. I contemplated, Am I going to faint? She continued... "Miss M C !!!"

focused purpose

My face filled with joy, but my legs felt like soggy, wet noodles.

specific details

Cameras were flashing around me. I felt like a runway model when

D. and I walked over to the middle of the floor. As D placed the beautiful crown with sparkling diamonds on my head, the photographer spoke to D, "Good job, Little Man."

Immediately, Mrs. N gave me a bouquet of red roses.

I gently grasped D's arm and we smiled; the photographer quickly snapped a picture of us. Then the photographer asked D to step aside so I could be in the spot light. I felt like a princess. He snapped one more picture before

D. strolled back over to me. We latched arms and he grinned at me. I smiled back while considering, He must think I'm so pretty.

conveys voice

Then the announcer confirmed, "This concludes our 2006/2007 Homecoming." The crowd clapped and yelled with enthusiasm. I was shaking so badly I could hardly stand.

sentence variety & control

D and I followed the Homecoming Court off the floor.

The candidates and their escorts paraded into the hallway. My friends and family came up to congratulate me. I felt like royalty. I can honestly confirm that the moment I was crowned Homecoming

Queen marked the best night of my life. Now I have lifelong

memories of December 18th, 2006—the evening I became E

Elementary's 2006/2007 Homecoming Queen.

*focused
purpose
throughout*

Portfolio Title: Homecoming

Personal/Literary Entry Title: Homecoming

3 Content (3, 3, 3)

The writing establishes and maintains an authentic focused purpose throughout the piece. In the first paragraph, flashback aids with both organization and establishing the purpose of narrating an event. The writing maintains a focused purpose throughout the piece as evident in the eighth paragraph with the italicized thoughts "*Homecoming is about to begin!*" At the end of the piece, the writing concludes with "Now I have lifelong memories of December 18th 2006—the evening I became E___ Elementary's 2006/2007 Homecoming Queen." This statement illustrates a focused purpose throughout the entire piece. Voice is indicated in italics when the thoughts of the writer are conveyed in the line "*This corsage perfectly matches my dress.*" Specific details such as "pink roses" in the tenth paragraph and "jumpy as a room full of kindergartners" in the eleventh paragraph demonstrate idea development.

3 Structure (3, 3, 4)

The writing demonstrates organization with the use of logical, effective transitional elements. For example, "Before I walked into the kitchen..." indicates a shift in place in the event. The writing shifts from idea to idea using logical transitional elements such as "When I finally arrived at the school..." in the fourth paragraph. The writing also demonstrates control, variety and complexity in sentence structure in the fourteenth paragraph, utilizing both simple and compound sentences to enhance meaning.

3 Conventions (3, 3, 4)

The writing demonstrates control correctness including the use of different fonts to enhance communication throughout the piece. Though the word choice may not be rich and precise, it is acceptable and appropriate for the audience and purpose as evident in the way "moseyed" is utilized in the seventh paragraph.

DON'T LET THEM HURT ME



Control
&
Variety
of
Sentence
Structure

Every year in America over 3 million children are abused or neglected. These children are crying out for help. Since educators are with students each and every day, teachers could be an abused child's only hope. Out of 1,000 children in a school building, forty-seven of them are victims of child abuse. Shouldn't teachers know what warning signs to look for?

focused
purpose

Physical Abuse

idea
development
&
support

Physical abuse is when a child is beaten, burned, has welts and other physical injuries for no reason. Some physical indicators are bruises and welts on face, lips, and mouth. Unexplained fractures/ dislocations, unexplained burns, and bald patches on the scalp may also be signs of abuse. In most recent years, surveys have calculated that the percentages of child abuse are: neglect 54%, physical abuse is 22%, sexual abuse is 8%, emotional abuse is 4% and other forms of abuse are 12%. You can help lower these percentages by reporting child abuse. See below for types of abuse and investigations from 2002 to 2006. As you see child abuse is not getting better; rather, it is getting worse!

awareness
of audience

Control
of
grammar

may notice a child is being neglected by considering the warning signs: lacks needed medical care (immunizations or glasses), doesn't have proper clothing for winter, begs or steals food and money, or is frequently absent from school. If teachers suspect neglect, they should take the necessary steps of reporting the abuse.



Steps to Report Child Abuse

idea
development/
support

Teachers should remember these three simple steps: Recognize it; Report it; Prevent it! Most teachers already know what signs to look for when attempting to identify child abuse; however, this is only the first step in helping abused children. Teachers need to report abuse to the school counselor, and then the counselor will take the necessary steps in reporting it to the police or social services. Teachers can also work to prevent child abuse. Child abuse can be prevented by talking about abuse during classes so students will feel comfortable confronting a teacher about their problems. Also, schools could host child abuse prevention week.

Control
of
grammar
(verb
tense)

Control
&
variety of
sentence
structure

transition

focused
purpose

As you see there are many ways a child can be abused. All children have the right to live free from abuse, but unfortunately that is not the case. Some children will carry scars—both emotionally and physically—for the rest of their lives because of child abuse. I know that with teachers' busy schedule, it might be difficult to meet each child's needs; however, teachers can play an important role in a child's life. Always remember that if you see, hear, or even think a child is being abused, report it immediately. You could be their only hope!

Portfolio Title: Homecoming

Transactive Entry Title: Don't Let Them Hurt Me

3 Content (3, 3, 3)

The writing establishes and maintains an authentic purpose throughout by focusing on informing teachers that they should know the warning signs of child abuse. The writing indicates an awareness of audience's needs by speaking directly to teachers with "you can help...as you see..." in the first paragraph of text. Depth of idea development is demonstrated with specific details throughout the text (e.g. "neglect 54%, physical abuse 22%, sexual abuse 8%...") and also with the use of a table showing the increase in the total number of abuse investigations between 2002 and 2006.

3 Structure (3, 3, 3)

The writing demonstrates logical, coherent organization with the use of subheadings. Transitional elements within the paragraphs move the reader from one idea to the next (e.g. "One major warning sign," "not the only form of abuse"). The writing also demonstrates control and variety in sentence structure, choosing to utilize simple, compound and complex sentences.

3 Conventions (3, 3, 4)

The writing demonstrates control of grammar and usage relative to the length and complexity of the piece. Acceptable word choice appropriate for the audience and purpose is demonstrated (e.g. "extreme passivity, or aggression"). The writing also demonstrates control of correctness to enhance communication. For example, a dash and semi-colon are used correctly on the second page of the piece.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Documentation—integration of source material and in-text documentation; format of reference page
- Analysis and synthesis of ideas—breaking down the material and providing insightful commentary and reflection would give the piece a higher level of thinking